

Tennessee Department of Education

Charter Schools Annual Report 2011

July 2012

Introduction: What are public charter schools?

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Local boards of education—the primary authorizers of charter schools in Tennessee—and the Achievement School District ensure that only those charter schools that are meeting the needs of their students, district and community open and remain open. Authorizers do this through rigorous authorization processes, ongoing monitoring of the academic and financial performance of charter schools, and, when necessary, through the revocation or non-renewal of charters. In exchange for the opportunity to meet these standards, charter school operators may be granted waivers from some state laws and rules (for example, many Tennessee charter schools have longer school hours and school years). The authorization process for charter schools is detailed in **Appendix A**.

The purposes of the Tennessee Public Charter Schools Act, including providing “options relative to the governance and improvement of high priority schools, the delivery of instruction for those students with special needs, improv[ing] learning for all students and clos[ing] the achievement gap[s],” can be accomplished in any public school.¹ T.C.A. § 49-13-102. However, chartered schools “provide [one] alternative means within the public school system for ensuring accomplishment of the necessary outcomes of education by allowing the establishment and maintenance of public charter schools that operate within a school district structure but are allowed maximum flexibility to achieve their goals.” T.C.A. § 49-13-102.

By holding school leaders responsible for specified student outcomes while allowing those leaders the freedom to determine the means of achieving those outcomes, local boards of education demonstrate commitment to student success and confidence in the leaders and teachers working with those students. The delegation of authority built into the Tennessee charter school law can be exercised by local boards of education with any schools in their jurisdiction.

The main difference between chartered and non-chartered schools is that, by law, the school leadership—the independent governing body which includes at least one parent—decides how to spend all of the per pupil allocations represented by the attending students. Local boards of education could allow principals and other school leadership, such as parent

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teacher organizations (PTOs), the same budget authority. This practice of school-based decision making is required by law for charter schools, but available for any school pursuant to local board policy and practice.

Though charter schools are free to contract with any provider for services such as food service and special education services, local education agencies can contract to provide these services for a fee to the charter schools.

Thus, for chartered schools and non-chartered schools, local boards of education determine whether decisions about how to spend the state and local revenues provided for the education of individual students are made at the central office or at the school level.

Charter schools, by law, have a different governance structure, but that legal structure alone does not distinguish them. Differences and similarities vary based on the individual charter school and the public schools located within the same community. As authorizers of public charter schools, local boards of education and the Achievement School District determine what kinds of charter schools are authorized.

Tennessee's public charter schools report annually on operational and academic performance. Annual audits are submitted to the Comptroller's Division of Municipal Audit. This report is compiled based in part on those reports, and in compliance with Tenn. Code Ann. §§ 49-13-116, 120, and 133. This report describes the ability of the schools to use their autonomy to meet the purposes of the Charter School Act, the capacity of authorizers to identify and support high performing schools, and the state's role in supporting authorizers and public schools.

This report is organized according to the following questions:

- What is the history of public charter schools in Tennessee? How has Tennessee's charter school landscape changed in the last year?
- How are authorizer practices "ensuring accomplishment of the necessary outcomes of education by allowing the establishment and maintenance of public charter schools that operate within a school district structure but are allowed maximum flexibility to achieve their goals?" T.C.A. § 49-13-102.
- How are students in Tennessee's public charter schools performing? Which schools are "improv[ing] learning for all students and clos[ing] . . . achievement gap[s]?"
- How is the State Department of Education enabling charter school sponsors and operators and authorizers to help more Tennessee students leave

secondary school prepared for success in post-secondary education, work and citizenship?

Additional research will be conducted over the next two years to try to connect specific practices of authorizers and charter school operators to student outcomes. That research will likely highlight practices that can be replicated in any district and any public school in Tennessee to help improve students' post-secondary success.

What is the history of public charter schools in Tennessee? How has Tennessee's charter school landscape changed in the last year?

Tennessee passed its first chartering law more than a decade after the nation's first charter laws were passed in Minnesota. Tennessee's law limited student eligibility to attend charter schools based on the students' academic performance or the academic standing of their schools. In 2009, the law was amended to allow students in the largest districts to qualify to attend charter schools based on the low income status of students' families. In 2011, the General Assembly removed the student eligibility limitations and the cap on the number of schools that could be opened in the state.

Tennessee has one of the most academically demanding charter school laws. Authorizers may revoke charters for any material breach of the charter agreements, and most of those decisions may be appealed to the State Board of Education. However, authorizers' decisions to revoke charters for failure to make adequate yearly progress (AYP) may not be appealed.

In just the last year, the charter school landscape in Tennessee changed as follows:

- The state legislature lifted the student eligibility limitations and statewide cap on the number of charter schools;
- A group of local education agency staff involved in authorizing charter schools began meeting to help improve their skills in authorizing, monitoring and revoking charters;
- A statewide school district was granted charter authorizing power (the Achievement School District);
- The State partnered with New Schools for New Orleans on an Investing in Innovation (i3) Grant that will facilitate the growth of successful charter schools (both in the ASD and in local education agencies); and
- The State received (through Race to the Top and private donations) an infusion of funds to enable the Charter Schools Growth Fund, to help create thousands more seats in

successful public charter schools serving low income students over the next decade. The CSGF is working closely with the Tennessee Charter School Incubator in Nashville and Memphis to achieve the goals of their project.

The landscape in which charter schools operate is the same landscape in which all Tennessee public schools operate. A recent report on public schools said the following:

It is important to note that today's public school landscape is confusing; the labels "traditional district," "magnet," and "charter" schools don't mean much to the public and none connotes quality. They are legal designations. *By creating a unified designation for all high-quality public schools within the IPS boundaries, we would be sending a strong signal that the only thing that matters is educational excellence — no matter what kind of school it is.*²

As articulated above, moving educational decision making closer to students can happen in any Tennessee public school. Chartering a school simply formalizes such a relationship. In 2008, Dr. Clayton M. Christensen wrote that school leaders hoping to implement changes that will dramatically increase outcomes for students "have to use the tools of power and separation." In order to do this, "school committees and government officials need to view themselves as not being responsible for the specific schools that exist in their jurisdictions; rather they are responsible for educating the children in those areas."³ Thus, "School committees' and administrators' responsibility is to educate the children in the geographic expanse over which they preside and do it well. *It is not to protect and defend the particular schools that previously had been built in their area.*"⁴

Charter Schools and Students

The chart below shows the number of public charter school applications, approvals and closures since 2007. Appeals to the State Board of Education and the success of those appeals are also noted. A chart with details since 2002, when the State's charter law was passed, is available in **Appendix B**.

²The Mind Trust, "Creating Opportunity Schools: A Bold Plan to Transform IPS" (2011), available at <http://www.themindtrust.org/OpportunitySchools/MindTrust-Dec15.pdf> (last viewed May 4, 2012).

³ Clayton M. Christensen et al., *DISRUPTING CLASS: HOW DISRUPTIVE INNOVATION WILL CHANGE THE WAY THE WORLD LEARNS* 226 (2008).

⁴ *DISRUPTING CLASS* 194 (emphasis added).

Year Applied	2007	2008	2009	2010	2011
# New Applications	10	12	28	23	38
# Approved	4	6	8	11	6
# Denied by LEA	6	6	20	12	32
# SBE Appeals: # Successful	1:0	1:1	9:0	5:2	Pending
# Renewal Applications: # Approved	4:4		2:2		
# Closed	1*	0	0	1**	0
# Operator Applications to ASD: # Approved					9:3

The ASD approved three operators, but has not yet determined the schools those operators will be authorized to run.

*Yo! Academy, Memphis, failed to make AYP in one subgroup two years in a row

** Nashville Global Academy, MNPS, fiscal mismanagement (surrendered charter)

This chart shows the number of charter schools and student enrollment in the 2011-12 school year, by district.

LEA	Charter Schools	2011-12 Enrollment (12/21/11)	2011-12 Charter Schools by Grades	
Hamilton Co.	3	510	Elementary (K-4/5)	11
Memphis City	25	6769	Middle (5/6-8)	13
Nashville	11	2518	Middle/High	10
Shelby Co.	1	14	High Schools	6
Total	40	9,811		

Who goes to charter schools?

As a result of the previous law that restricted access to charter schools and the focus of many charter schools, a high percentage of students receiving free or reduced priced lunch (a measure of poverty) attend these schools. In Nashville, for example, at least 90% of students at each charter school receive free or reduced priced lunch. Memphis City, Shelby and Hamilton County charter schools also serve a high percentage of free or reduced priced lunch students. The high proportion of students who receive free or reduced priced lunch makes it problematic

to compare performance of individual charter schools to the district as a whole since research has demonstrated that there is a gap between the performance of economically disadvantaged students and non-economically disadvantaged students.

The chart below shows the percentages of students attending charter schools based on student characteristics, and compares those percentages to district and state averages. A chart with the percentages of economically disadvantaged students in each charter school is included in **Appendix B**.

LEA/Charter Schools	% Free or Reduced Priced Lunch	% Minority	% Special Education	% ELL
MNPS Charters	90%	91%	12%	<1%
MNPS District	75%	67%	12%	14%
Memphis Charters	77%	99%	8%	<1%
Memphis District	85%	92%	16%	6%
Hamilton Co. Charters	86%	77%	12%	5%
Hamilton Co. District	56%	39%	17%	3%
TN Charters	81%	96%	8%	1%
TN Non-Charters	56%	32%	14%	4%

How are authorizer practices “ensuring accomplishment of the necessary outcomes of education by allowing the establishment and maintenance of public charter schools that operate within a school district structure but are allowed maximum flexibility to achieve their goals?” T.C.A. § 49-13-102.

Local boards of education, or other authorizers, determine “the necessary outcomes of education.” Chartering schools allows school leaders and teachers—who are closer to students than state or district administrators—to decide how to reach the goals set by the authorizer. This level of delegation is unfamiliar to most local boards of education, but it demonstrates greater confidence in the adults hired by a local board to lead and teach in those schools.

Authorizer practices evolved in three important ways during the last year.

First, in late 2010, the Metropolitan Nashville Public Schools (MNPS) changed the conversation around chartering in Nashville by forming a District-Charter Collaboration Compact. By signing the compact MNPS agreed to

- Formalize a partnership to work together to improve all schools by providing an opportunity for teachers and schools to learn from each other and build upon

successful practices, whether those practices are found in traditional or charter public schools,

- Replicate high-performing models of traditional and charter public schools while improving or closing down schools that are not serving students well, and
- Address equity issues that often lead to tensions between district and charter schools, such as whether district and public charter school students have equitable access to funding and facilities and whether charter schools are open to all students, including those with special needs and English Language Learners.⁵

MNPS also invited the National Association of Charter School Authorizers (NACSA) to review MNPS's charter application process.⁶

Nashville is also the only Tennessee LEA to convert a school to a charter. Cameron Middle School is being transformed one year at a time to Cameron College Prep. MNPS issued a request for proposals and, in early 2010, awarded the charter to LEAD Public Schools (which was already operating a successful charter school in Nashville). MNPS and LEAD have worked for nearly two years to coordinate this transition.

Second, following the release of NACSA's report, the coordinator of charter schools for MNPS invited all the authorizers in Tennessee to form a Tennessee Association of Charter School Authorizers. Staff from all Tennessee LEAs with currently operating charter schools, and those that received applications in 2011, were invited to join. The group met once in 2011 to share authorizing practices, consider how chartering schools may drive operational improvements to help students in all district schools, and discuss implementation of charter school legislation passed in the spring. The group collaborated with the State Director of Charter Schools to revise the sample charter school application for sponsors and scoring guide for authorizers. Those new materials were posted in December 2011 to be used in the 2012 application cycle.

Third, staff members responsible for charter school matters in Shelby County Schools and Memphis City Schools were the first departments to work together in advance of the pending merger of the two systems. Stacey Thompson and Charisse Sales in Memphis and Margaret Gilmore in Shelby County organized review committees and led the review of 23 applications. Those applications were then reviewed by the combined Memphis and Shelby school board.

⁵ MNPS District-Charter Compact, available at <http://www.mnps.org/Page78551.aspx> (last viewed May 4, 2012).

⁶ "Metro Schools Receives NACSA Grant," available at <http://www.mnps.org/AssetFactory.aspx?did=59279> (last viewed May 4, 2012).

How are students in Tennessee’s public charter schools performing? Which schools are “improv[ing] learning for all students and clos[ing] . . . achievement gap[s]?”

Public charter school students take the same TCAP and end-of-course exams as students in other public schools. The performance of charter school students is measured in several ways. First, a school’s adequate yearly progress (AYP) is measured from the percentage of students proficient or advanced in grade level work. Second, a school’s impact on student learning over the course of a school year is calculated in terms of growth. Growth is an important measure for schools with large numbers of students arriving at school one or more grade levels behind in their work. Schools helping students make one and a half or two years of progress in just one school year may be deemed successful even if many of the school’s students are not yet proficient or advanced at the grade level corresponding to their age.

The Department of Education’s First to the Top Goals are related to 3rd and 7th grade proficiency, high school graduation and college access. In addition, the Department aims to reduce achievement gaps by six percent each year or by 50% over eight years.⁷ As part of its approved waiver from provisions of the Elementary and Secondary Education Act (ESEA), the Department has developed ways of measuring schools based on the performance of their students and the schools’ success in closing achievement gaps.

Priority: Schools in the bottom 5 percent of overall performance across tested grades and subjects.

Focus: Ten percent of schools with the largest achievement gaps, subgroup performance below a 5 percent proficiency threshold, or high schools with graduation rates less than 60 percent that are not already identified as priority schools.

Reward: Schools in the top 5 percent of overall performance and schools in the top 5 percent of fastest growth – a total of 10 percent of schools in all.⁸

In the preliminary list generated in November, four public charter schools met the criteria for Reward Schools for helping students make dramatic progress in achievement: LEAD Academy in Nashville; Freedom Preparatory Academy, Omni Prep Middle School and Power Center Academy in Memphis.⁹

⁷ Tennessee ESEA Flexibility Request, available at http://www.tn.gov/education/doc/Tennessee_ESEAFlexibilityRequest_FINAL.pdf (last viewed May 4, 2012).

⁸ *Id.* at 37-38.

⁹ *Id.*, Attachment 9, A133, A138-139.

The SCORE Prize

In 2011, the State Collaborative on Reforming Education (Tennessee SCORE) awarded its first SCORE awards to the elementary, middle and high school in Tennessee that most dramatically improved student achievement. The middle school award was given to a Memphis charter school, Power Center Academy.¹⁰

Power Center Academy serves 191 students in Memphis. The school is a charter school, and 85 percent of the school's students are economically disadvantaged. In the last year, the school has increased its number of students who are proficient or advanced on the math TCAP from the 20th to the 30th decile. Power Center Academy's three-year TVAAS growth average is 9.72 in math and 6.93 in reading. Over the last year, the school has narrowed the achievement gap between economically disadvantaged and non-economically disadvantaged students by 9.82 points in reading and 18.66 points in math.¹¹

Effect Size

The Center for Research on Educational Outcomes at Stanford University released effect size data on all charter schools in Tennessee as part of the Investments in Innovation (i3 grant). The study used a virtual matching process to pair charter school students with students who are demographically similar to them and attend schools that those students would have been assigned to. Over a two year period, the study compares the test scores in math and reading for the charter school students to the non-charter matched students.

When growth is considered, charter school performance is mixed—just like performance at other public schools. Controlling for other factors, some charter schools perform better than the matched students and some schools performed worse. Twelve schools outperformed traditional public school students in math and fourteen schools outperformed traditional public school students in reading. Promise Academy in Memphis had the highest effect size in Math while Veritas College Preparatory Charter School had the highest effect size in reading. Seven schools performed worse than the traditional public schools in math and two schools were outperformed in reading. No difference between charter and traditional public school students was observed in eight schools in math and eleven schools in reading.

Effect size is one way to measure the progress individual students make in a particular learning environment. With effect size included with TCAP and end of course data, parents can make more informed school choices for their children, school operators get more complete

¹⁰ The SCORE Prize, available at <http://www.tnscore.org/scoreprize/> (last viewed May 4, 2012).

¹¹ "SCORE Announces First Annual SCORE Prize Winners," available at <http://www.tnscore.org/blog/2011/10/03/score-announces-first-annual-score-prize-winners/> (last viewed May 4, 2012).

pictures of their performance, and local boards of education have more information for making decisions about opening, renewing or revoking charters.

TCAP Performance – AYP Status

In 2010, student test scores for state assessments were divided into four levels: below basic, basic, proficient and advanced. TCAP performance and the adequate yearly progress (AYP) status of a school is based on the percentage of students in each school who attained proficient or advanced levels on the TCAP on the Math, Science and Reading and Language Arts assessments taken by students in grades 3-8. The AYP status is determined by the school's academic performance over time:

- Good Standing indicates that the school met AYP,
- Target indicates that the school missed a federal benchmark in at least one area for the first year, and
- A High Priority school is one that has missed the same federal benchmark for two or more consecutive years. There are different levels of high priority schools: School Improvement 1, School Improvement 2, Corrective Action, Restructuring 1, Restructuring 2 and SEA/LEA Reconstitution Plan. A public charter school at the School Improvement 1 level of high priority status may have its charter revoked, and such a revocation may not be appealed to the State Board of Education.

Overall, the percentage of students in charter schools across Tennessee who were proficient or advanced improved from 2010 to 2011. However, just 12 of the state's 29 charter schools, or 41 percent, are in good standing as a result of their 2010-2011 academic performance. Because Tennessee achievement tests became significantly more rigorous in 2010, many of the state's non-chartered public schools also failed to achieve good standing. 829 of the state's 1,635 non-chartered public schools, or 51 percent, were similarly in good standing. In Memphis, three schools failed to meet AYP for the second consecutive year. According to statute, the authorizing district could have revoked the charters of these schools. Memphis City Schools has not revoked the charters, however.

Detailed Academic Performance Reports

School level academic performance data (TCAP, AYP and effect size), is available in **Appendix C**. Performance reports submitted by individual charter schools, which may include

other measures of academic achievement (e.g., ACT, Stanford 10), are available on the [State Department of Education's Charter Schools website](#).¹²

How is the State Department of Education enabling charter school sponsors and operators and authorizers to help more Tennessee students leave secondary school prepared for success in post-secondary education, work and citizenship?

The Department of Education has established the following goals to focus its work:

1. Expand kids' access to effective teachers and leaders
2. Expand families' access to good schools
3. Expand educators' access to resource and best practices
4. Expand public access to information and data¹³

The Department supports the work of school operators and authorizers through three main activities:

- Developing the policy space within which the authorizers and schools operate;
- Providing funding—through a Federal Charter Schools Program grant—to help authorized charter schools finish planning and start the schools;¹⁴ and
- Quality control through charter school monitoring, authorizer development and technical assistance.

Those activities support the first three goals of the Department. The Department also provides public access to information and data related to charter schools. The Department's charter school website contains many resources, including:

- links to relevant statutes and rules
- a detailed list of current charter schools
- charter school application materials
- a sample scoring rubric for authorizers reviewing applications
- a compilation of answers to frequently asked charter school questions
- links to other state and national resources on charter schools
- reports and presentation materials from conferences for potential applicants, current operators and charter school authorizers

¹² <http://www.tennessee.gov/education/fedprog/fpcharterschls.shtml>.

¹³ Slide 5, priority 2 from strategic plan: http://www.tn.gov/education/doc/TDOE_Strategic_Plan.pdf. The Department also believes that “Parents should be able to choose from among multiple, high-quality school options. No child should be stuck in a failing school.” The Department supports this belief through three key strategies:

- Turn around the lowest-performing schools in the state through the Achievement School District,
- Support and incent districts to build strong schools, and
- Increase families' access to high-quality options through inter- and intra-district choice, distance learning, and strong charter schools.

¹⁴ Because of the growth in the number of public charter schools in Tennessee, most of the funds for the remaining two years of this grant have already been awarded. The Department is seeking a supplement from the U.S. Dept. of Education so that all qualifying charter schools may be able to receive some funding through this grant.

During 2011, the Director of Charter Schools trained authorizing local school board members through the Tennessee School Boards Association, the Tennessee Organization of School Superintendents, the meeting of LEA federal program directors, and other meetings. He has trained potential sponsors and current operators through the Tennessee Charter Schools Association, at meetings hosted by LEAs for applicants, and at technical assistance meetings for grant applicants.

The Department works with LEAs and non-profit organizations like the State Collaborative on Reforming Education (SCORE) and the Tennessee Charter School Incubator to disseminate best practices so that the knowledge of what type of schools work for what communities of students in Tennessee is improved. In online weekly readers, the Director of Charter Schools highlights practices in schools across the state and the country (chartered or traditional public schools) that are leading to improved outcomes for students. One manifestation of the sharing of best practices occurred in the General Assembly in 2011 when a bill was introduced to require all public schools to have parental report cards modeled after those provided at one Memphis charter school.¹⁵

¹⁵ HB1887, available at: <http://www.capitol.tn.gov/Bills/107/Bill/HB1887.pdf> (last viewed Feb. 15, 2012).

Appendix A – The Charter School Application Process

The application process is similar for local school boards across the state. The sponsor must submit a letter of intent to the State Department of Education 60 days before the application is due to the local board. For all school boards except Metro Nashville, a completed application is due October 1. For Metro Nashville, applications are due April 1. The school board has 60 days to rule on the initial application, and if approved, local board signs agreement, and if denied, board sends written objective reasons for denial to sponsor. Once denied, the sponsor can amend the application within 15 days, after which the local board has 15 days to rule on application. If the application is denied a second time and the substantial negative fiscal impact is cited, the local school board sends written objective reason for denial to the treasurer while the sponsor submits a response to the treasurer within five days. If a substantial negative financial impact is not established, the sponsor can appeal the local school board's decision to the state board of education, which holds a hearing in the LEA and rules within 60 days.

Sample Tennessee Public Charter School Application Timeline

Tennessee law requires public charter school sponsors to file an application with the local board of education on or before October 1 of the year before the school plans to open. The law requires local boards of education to rule on the application within sixty days of receipt of the application.

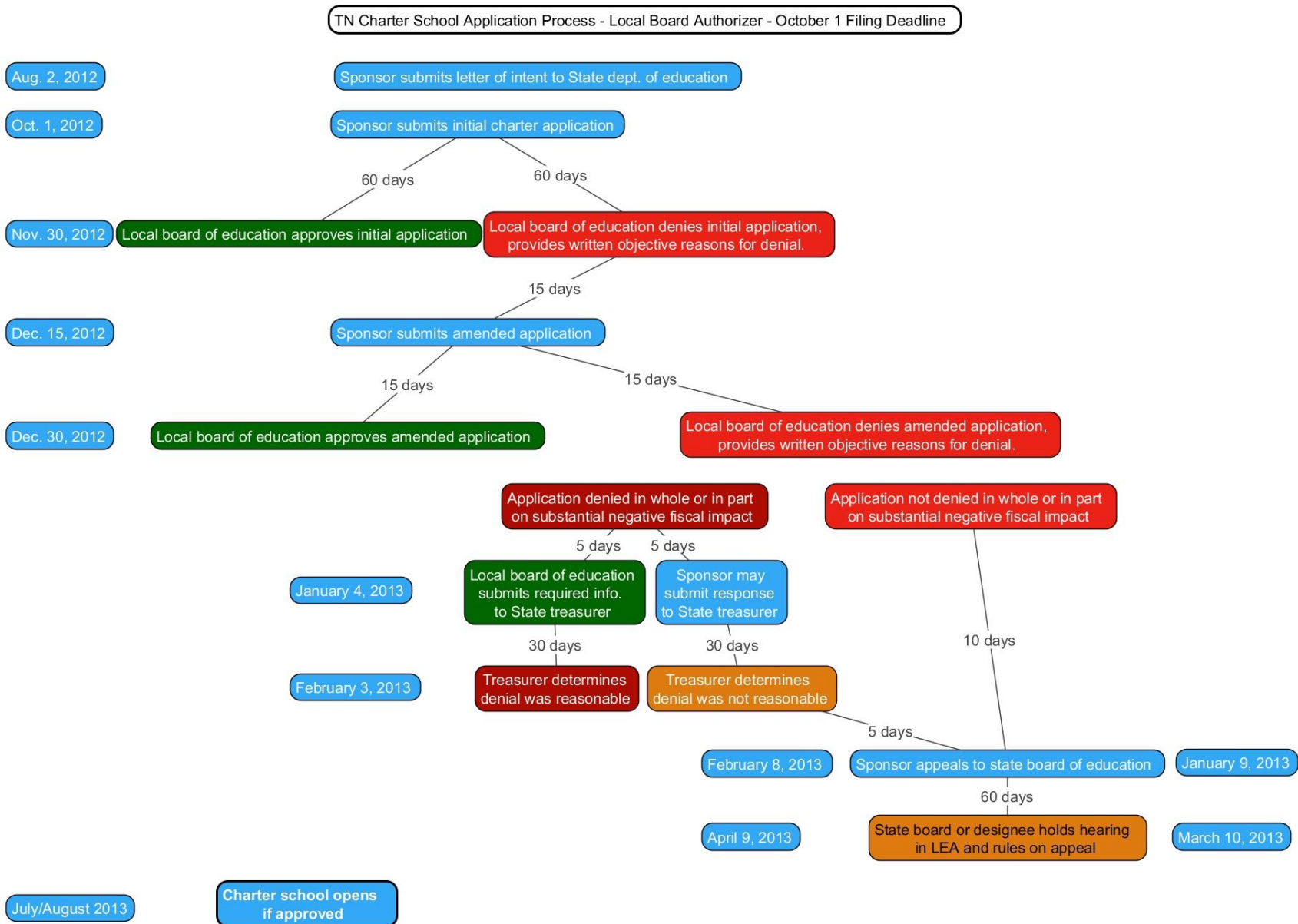
Below are two examples of the application timeline based on the filing deadline. Most local boards of education have set application windows just prior to October 1. At least one district, however, has moved the deadline up to April 1 of the year prior to school opening.

As this chart illustrates, the application acceptance window set by a local board of education can significantly alter the amount of time an approved public charter school has to prepare for opening successfully (including hiring personnel and securing a facility).

Charter Application Deadline	April 1, 2012	October 1, 2012
Sponsor submits letter of intent to Dept. of Ed.	February 1, 2012	August 2, 2012
Sponsor submits application to local board	April 1, 2012	October 1, 2012
Local board rules on initial application (60 days)	May 31, 2012	November 30, 2012
<i>If approved, local board signs charter agreement, which includes all elements of the application.</i>		
<i>If denied, board sends written objective reasons for denial to sponsor. If denied in whole or in part based on substantial negative fiscal impact, 2011 PC 466 requires detailed statistics to be included with written denial.</i>		
Sponsor submits amended application within 15 days of receipt of grounds for denial.	June 15, 2012	December 15, 2012
Local board rules on amended application (15 days)	June 30, 2012	December 30, 2012
<i>If approved, local board signs charter agreement, which includes all elements of the application.</i>		
<i>If denied, board sends written objective reasons for denial to sponsor. At this point, the appeal may go directly to the state board of education, or first to the treasurer.</i>		
<i>If the amended application is denied in whole or in part based on substantial negative fiscal impact, 2011 PC 466 requires detailed statistics to be included with written denial and submitted to the State Treasurer.</i>		
Local board sends written objective reasons for denial to sponsor, and required	July 5, 2012	January 4, 2012

information to treasurer within 5 days.		
Sponsor may submit response and supporting documentation to treasurer.	July 5, 2012	January 4, 2012
Treasurer determines reasonableness of denial within 30 days.	August 4, 2012	February 3, 2012
<p><i>If the treasurer determines that the LEA established that approval of this charter school application would have a substantial negative fiscal impact, the process ends.</i></p> <p><i>But, if the treasurer determines that the LEA did not establish that approval of this charter school application would have a substantial negative fiscal impact, the following procedure applies.</i></p>		
Sponsor may appeal to state board of education within 5 days of the treasurer's determination.	August 9, 2012	February 8, 2012
State board of education or its designee holds a hearing in the LEA and rules within 60 days of receipt of the appeal.	October 8, 2012	April 9, 2012

<p><i>If the amended application is not denied based on a substantial negative fiscal impact, the following procedure applies.</i></p>		
Sponsor appeals to state board of education within 10 days of final local decision.	July 10, 2012	January 9, 2013
State board of education or its designee holds a hearing in the LEA and rules within 60 days of receipt of the appeal.	September 8, 2012	March 10, 2013
<p><i>The state board can affirm the denial by the local board of education or remand the decision with written instructions for local board approval of the charter.</i></p>		
Planning period	10 or 11 months	4 or 5 months
School opens	July/August 2013	July/August 2013



Appendix B – Charter School Application History and Current Enrollment

Year Application Filed	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
# New Applications	8	18	14	3	5	10	12	28	23	38
# Approved by LEA	4	4	5	0	2	4	6	8	11	6
# Denied by LEA	4	14	9	3	3	6	6	20	12	32
# SBE Appeals: #Successful	3:0	3:0	8:1	2:1	1:0	1:0	1:1	9:0	5:2	pending
# Renewal Applications: # Approved						4:4		2:2		
# Applications to ASD: # Approved										9:3
#Opened		4	3	5	0	1	4	6	8	11
# Closed						1			1	
# Authorized but did not open			2		1					
2004 - Nashville Academy of Science and Engineering; Chattanooga Academy of Science and Engineering										
2006 - Knoxville Academy for YW; approved by default since board acted late										
Does not include any eliminated before full consideration (applications withdrawn, incomplete, etc.)										
SBE appeals usually occurred in year after application (calendar year of intended opening)										
Sources										
SBE CS Appeal History										
2006 Comptroller Report										
2008 Comptroller Report										
Historical Application Report - Memphis City Schools										

LEA	School	Free and Reduced Price Lunch (P3-12)	Enrollment (P3 -12)	Free and Reduced Price Lunch as a % of Enrollment)
Davidson	Cameron College Prep	162	175	93%
Davidson	Drexel Prep	213	220	97%
Davidson County	East End Prep	77	81	96%
Davidson County	K I P P: Academy Nashville	284	325	87%
Davidson County	Lead Academy	466	548	85%
Davidson County	Liberty Collegiate Academy	88	97	91%
Davidson County	Nashville Prep	77	90	86%
Davidson	New Vision Academy	117	139	84%
Davidson County	Smithson Craighead Academy	236	248	95%
Davidson County	Smithson-Craighead Middle School	269	289	93%
Davidson	STEM Prep Academy	88	95	93%
	LEA Total	2077	2307	90%
Hamilton	Chattanooga Charter School of Excellence	153	168	91%
Hamilton	Chattanooga Girls Leadership Academy	160	165	97
Hamilton	Ivy Academy, Inc.	112	159	70%
	LEA Total	327	510	64%
Memphis	Circles of Success Learning Academy	139	208	67%
Memphis	City University Boys Preparatory	98	132	74%
Memphis	City University School of Liberal Arts	240	402	60%
Memphis	Freedom Preparatory Academy	228	273	84%
Memphis	KIPP DIAMOND Academy	377	403	93%
Memphis	KIPP Memphis Collegiate High School	88	114	77%

Memphis	Memphis Academy of Health Sciences	253	318	80%
Memphis	Memphis Academy of Health Sciences High School	204	374	55%
Memphis	Memphis Academy Of Science Engineering	461	534	86%
Memphis	Memphis Business Academy Elementary School	21	94	22%
Memphis	Memphis Business Academy High School	292	360	81%
Memphis	Memphis Business Academy Middle	270	309	87%
Memphis	Memphis College Preparatory	99	128	77%
Memphis	Memphis School of Excellence	277	348	80%
Memphis	New Consortium of Law and Business	53	74	72%
Memphis	Omni Prep Academy - North Point Lower School	79	88	90%
Memphis	Omni Prep Academy - North Pointe Middle School	76	94	81%
Memphis	Power Center Academy	231	344	67%
Memphis	Power Center Academy High School	92	137	67%
Memphis	Promise Academy	379	434	87%
Memphis	Soulsville Charter School	397	491	81%
Memphis	Southern Avenue Charter School of Academic Excellence Creative Arts	263	298	88%
Memphis	Southern Avenue Middle	174	211	82%
Memphis	Star Academy	179	241	74%
Memphis	Veritas College Preparatory	92	126	73%
Shelby	New Consortium of Law and Business	7	14	50%
LEA Total		5069	6549	77%
State Total		7571	9348	81%

[These figures were updated in July 2012, using the State school nutrition database and EIS, as of March 2012.](#)

Appendix C – Academic Performance Data

TCAP, EOC Performance and AYP Status

Test scores for state assessments are divided into four levels: below basic, basic, proficient and advanced. TCAP performance and the adequate yearly progress (AYP) status of a school is based on the percentage of students in each school who attained proficient or advanced levels on the TCAP on the Math, Science and Reading and Language Arts assessments taken by students in grades 3-8.

The table below shows the percentage of students in each school who attained Proficient or Advanced levels on the TCAP on the Math, Science and Reading and Language Arts assessments taken by students in grades 3-8.

TN Charter Schools - TCAP Results – 2010-11 School Year					
District Name	School Name	Grades Served	2011 K8 Math %P/A	2011 K8 Science %P/A	2011 K8 RLA %P/A
Davidson	KIPP: Academy Nashville	5-8	24.20%	33.70%	34.10%
Davidson	Lead Academy	5-9	30.60%	45.40%	32.10%
Davidson	New Vision Academy	5-6	14.90%	25.50%	38.30%
Davidson	Smithson Craighead Academy	K-4	29.60%	39.80%	25.50%
Davidson	Smithson-Craighead Middle School	5-8	3.60%	8.40%	16.00%
Hamilton	Chattanooga Girls Leadership Academy	6-9	7.80%	11.10%	13.30%
Memphis	Circles of Success Learning Academy	K-5	40.40%	20.20%	30.30%
Memphis	City University Boys Preparatory	6-8	3.10%	19.80%	22.90%
Memphis	Freedom Preparatory Academy	6-10	56.80%	20.30%	31.30%
Memphis	KIPP DIAMOND Academy	5-8	30.20%	31.90%	24.80%
Memphis	Memphis Academy of Health Sciences	6-8	27.40%	44.90%	25.70%
Memphis	Memphis Academy of Science Engineering	6-12	10.10%	22.00%	17.40%
Memphis	Memphis Business Academy	6-9	9.90%	11.10%	25.50%
Memphis	Memphis School of Excellence	6-12	2.50%	8.80%	8.80%
Memphis	New Consortium of Law and Business	6-12	5.90%	5.90%	23.50%
Memphis	Omni Prep Academy - North Pointe Middle School	5-8	10.70%	46.70%	17.30%
Memphis	Power Center Academy	6-7	39.20%	86.00%	51.00%

Memphis	Promise Academy	K-4	35.20%	11.20%	24.00%
Memphis	Soulsville Charter School	6-10	17.00%	26.80%	22.70%
Memphis	Southern Avenue Charter School	K-5	23.40%	18.10%	28.70%
Memphis	Southern Avenue Middle	6-8	14.30%	18.40%	23.50%
Memphis	Star Academy	K-5	56.60%	14.20%	39.80%
Memphis	Veritas College Preparatory	6	14.50%	32.30%	30.60%

The chart below shows the percentage of students scoring proficient or advanced on end of course exams. Some middle schools are included because some of their 8th graders took the Algebra I exam.

TN Charter Schools – End of Course Exam Results – 2010-11 School Year						
District Name	School Name	Grades Served	2011 HS Alg I %P/A	2011 HS Bio I %P/A	2011 HS Eng II %P/A	2011 HS Eng I %P/A
Davidson	KIPP: Academy Nashville	5-8	53.6%	#N/A	#N/A	#N/A
Davidson	Lead Academy	5-9	87.5%	53.6%	#N/A	64.4%
Hamilton	Chattanooga Girls Leadership Academy	6-9	7.7%	16.7%	13.3%	33.3%
Hamilton	Ivy Academy	9-12	8.9%	27.3%	44.1%	45.3%
Memphis	City University School of Liberal Arts	9-12	10.5%	26.8%	53.7%	48.1%
Memphis	KIPP DIAMOND Academy	5-8	69.0%	#N/A	#N/A	#N/A
Memphis	Memphis Academy of Science Engineering	6-12	25.2%	24.8%	38.5%	53.2%
Memphis	Memphis Academy of Health Sciences High School	9-10	43.8%	31.3%	44.4%	60.4%
Memphis	Memphis Business Academy	6-8	36.0%	#N/A	#N/A	#N/A
Memphis	Memphis Business Academy High School	9-10	15.1%	27.3%	25.6%	40.5%
Memphis	Memphis School of Excellence	6-12	5.6%	#N/A	#N/A	27.8%
Memphis	Soulsville Charter School	6-10	49.4%	81.6%	70.2%	70.1%

Overall, the percentage of students in charter schools across Tennessee who were proficient or advanced improved from 2010 to 2011. However, just 12 of the state's 29 charter schools, or 41 percent, are in good standing as a result of their 2010-2011 academic performance. Because Tennessee achievement tests became significantly more rigorous in 2010, many of the state's non-chartered public schools also failed to achieve good standing. 829 of the state's 1,635 non-chartered public schools, or 51 percent, were similarly in good standing. In Memphis, three schools failed to meet AYP for the second consecutive year.

According to statute, the authorizing district could have revoked the charters of these schools. Memphis City Schools has not revoked the charters, however.

A school's AYP status is determined by the school's academic performance over time:

- Good Standing indicates that the school met AYP,
- Target indicates that the school missed a federal benchmark in at least one area for the first year, and
- A High Priority school is one that has missed the same federal benchmark for two or more consecutive years. There are different levels of high priority schools: School Improvement 1, School Improvement 2, Corrective Action, Restructuring 1, Restructuring 2 and SEA/LEA Reconstitution Plan. A public charter school at the School Improvement 1 level of high priority status may have its charter revoked, and such a revocation may not be appealed to the State Board of Education.

In this chart, new schools are in their first year of operation, emerging have been open two years or more and mature schools have been open three or more years.

TN Charter Schools – AYP Status for 2011-12 (following 2010-11 assessments)				
District Name	School Name	Grades Served	School Age	NCLB Status 2011-12 (based on 2010-11 assessments)
Davidson	KIPP Academy Nashville	5-8	Mature	Target
Davidson	Lead Academy	5-9	Mature	Target
Davidson	New Vision Academy	5-6	New	Good Standing
Davidson	Smithson Craighead Academy	K-4	Mature	Target
Davidson	Smithson-Craighead Middle School	5-8	Emerging	Target
Hamilton	Chattanooga Girls Leadership Academy	6-9	Emerging	Target
Hamilton	Ivy Academy	9-11	Mature	Target
Memphis	Circles of Success Learning Academy	K-5	Mature	Good Standing
Memphis	City University Boys Preparatory	6-8	Emerging	Target
Memphis	City University School of Liberal Arts	9-12	Mature	Good Standing
Memphis	Freedom Preparatory Academy	6-8	Emerging	Good Standing
Memphis	KIPP DIAMOND Academy	5-8	New	Target
Memphis	Memphis Academy of Health Sciences	6-8	Mature	Target
Memphis	Memphis Academy of Health	9-12	Mature	Good Standing

	Sciences High School			
Memphis	Memphis Academy of Science Engineering	6-12	Mature	School Improvement 1
Memphis	Memphis Business Academy	6-8	Mature	School Improvement 1
Memphis	Memphis Business Academy High School	9-12	Mature	Target
Memphis	Memphis College Preparatory	K-1	New	#N/A
Memphis	Memphis School of Excellence	6-10	New	Good Standing
Memphis	New Consortium of Law and Business	7-8	New	Good Standing
Memphis	Omni Prep Academy - North Point Lower School	K-1	New	#N/A
Memphis	Omni Prep Academy - North Pointe Middle School	5-6	New	Good Standing
Memphis	Power Center Academy	6-8	Mature	Good Standing
Memphis	Promise Academy	K-4	Mature	School Improvement 1
Memphis	Soulsville Charter School	6-12	Mature	Target
Memphis	Southern Avenue Charter School	K-5	Mature	Target
Memphis	Southern Avenue Middle	6	New	Good Standing
Memphis	Star Academy	K-5	Mature	Good Standing
Memphis	Veritas College Preparatory	6	New	Good Standing

Performance of Charter Schools over Time

The first graph shows the proportion of students who scored proficient or advanced in each charter high school in the state. The next few graphs show the change in proportion of students who made proficient or advanced from 2009-2010 to 2010-2011.

Because Tennessee transitioned to a 4 level system for the 2009-2010 school year, that is the earliest year which can be compared on the same terms. A negative percentage change indicates that a smaller percentage of students reached Proficient or Advanced than in the previous years. In a number of schools, eighth grade students took the Algebra 1 test. None of these differences can be assumed to be statistically significantly improved or declined, especially since the change may be the result of one or two fewer students achieving at the Proficient or Advanced level. Instead, these differences are best seen as descriptive measures that might help provide some insight into trends of charter school performance.

<i>MNPS</i>	% change students scoring P/A in Reading	% change students scoring P/A in Math	% change students scoring P/A in Algebra 1	% change students scoring P/A in English II
Smithson Craighead Academy	-3%	2%	N/A	N/A
Smithson Craighead Middle School	5%	1%	11%	N/A
KIPP Academy Nashville	2%	5%	15%	N/A
LEAD Academy	6%	11%	6%	N/A

<i>Hamilton County</i>	% change students scoring P/A in Reading	% change students scoring P/A in Math	% change students scoring P/A in Algebra 1	% change students scoring P/A in English II
Chattanooga Girls Leadership Academy	7%	6%	3%	N/A
Ivy Academy	N/A	N/A	-4%	N/A

<i>Memphis City</i>	% change in students scoring P/A in Reading	% change in students scoring P/A Math	% change students scoring P/A in Algebra 1	% change students scoring P/A in English II
Circles of Success Learning Academy	11%	28%	N/A	N/A
City University School of Liberal Arts	N/A	N/A	-39%	-5%
KIPP Diamond Academy	-5%	-7%	N/A	N/A
Memphis Academy of Science Engineering	-4%	7%	13%	-2%
Memphis Academy of Health Sciences	-5%	16%	N/A	N/A
Memphis Academy of Health Sciences High School	N/A	N/A	27%	-7%
Memphis Business Academy	0%	5%	10%	N/A
Memphis Business Academy High School	N/A	N/A	2%	-2%
Power Center Academy	-2%	14%	N/A	N/A
Promise Academy	0%	2%	N/A	N/A
Southern Avenue Charter School	6%	5%	N/A	N/A
Star Academy	7%	18%	N/A	N/A
Soulsville Charter School	-1%	5%	-3%	12%
Freedom Preparatory Academy	9%	5%	N/A	N/A
City University Boys Preparatory	6%	3%	N/A	N/A

Effect Size Data

The Center for Research on Educational Outcomes at Stanford University released effect size data on all charter schools in Tennessee as part of the Investments in Innovation (i3 grant). The study used a virtual matching process to pair charter school students with students who are demographically similar to them and attend schools that those students would have been assigned to. Over a two year period, the study compares the test scores in math and reading for the charter school students to the non-charter matched students.

When growth is considered, charter school performance is mixed—just like performance at other public schools. Controlling for other factors, some charter schools perform better than the matched students and some schools performed worse. 12 schools outperformed traditional public school students in math and 14 schools outperformed traditional public school students in reading. Promise Academy in Memphis had the highest effect size in Math while Veritas College Preparatory Charter School had the highest effect size in reading. Seven schools performed worse than the traditional public schools in math and two schools were outperformed in reading. No difference between charter and traditional public school students was observed in eight schools in math and eleven schools in reading.

The table below shows the rankings for “effect size” for each school. The test scores are standardized, so the effect size refers to the change in standard deviation units, meaning that a 1.0 would equal to improving test scores by about 32 percent. The first table below shows the Math effect, with the shaded areas (in blue) indicating a significant, positive difference; the yellow shade towards the bottom of the table indicates a significant, negative difference.

Effect Size - Tennessee Charter Schools - 2011					
	School Name (CMO)	Math Effect	Statistical Significance	Read Effect	Statistical Significance
POSITIVE & STATISTICALLY SIGNIFICANT EFFECT SIZE	PROMISE ACADEMY (Memphis)	0.49	*	0.20	*
	KIPP DIAMOND ACADEMY (KIPP, Memphis)	0.40	*	0.24	*
	FREEDOM PREPARATORY ACADEMY (Memphis)	0.40	*	0.19	*
	VERITAS COLLEGE PREPARATORY CHARTER SCHOOL (Memphis)	0.22	*	0.32	*
	POWER CENTER ACADEMY (Memphis)	0.25	*	0.26	*
	CITY UNIVERSITY SCHOOL OF LIBERAL ARTS (Memphis)	0.26	*	0.21	*
	STAR ACADEMY (Memphis)	0.27	*	0.15	*
	MEMPHIS ACADEMY OF HEALTH SCIENCES MS (Memphis)	0.25	*	0.17	*
	SOULSVILLE CHARTER SCHOOL (Memphis)	0.10	*	0.18	*
	MEMPHIS ACADEMY OF HEALTH SCIENCES HIGH SCHOOL (Memphis)	0.18	*	0.11	*
	LEAD ACADEMY (Nashville)	0.21	*	0.04	
	K I P P: ACADEMY NASHVILLE (KIPP, Nashville)	0.09	*	0.12	*
	OMNI PREP ACADEMY -NORTH POINTE MIDDLE SCHOOL (Memphis)	-0.01		0.16	*
	MEMPHIS BUSINESS ACADEMY (Memphis)	-0.03		0.12	*
NEUTRAL EFFECT SIZE (NOT STATISTICALLY SIGNIFICANT)	SMITHSON CRAIGHEAD ACADEMY (Nashville)	0.09		0.09	
	CIRCLES OF SUCCESS LEARNING ACADEMY (Memphis)	0		0.08	
	NEW CONSORTIUM OF LAW & BUSINESS - MEMPHIS (Memphis)	-0.09		0.14	
	MEMPHIS SCHOOL OF EXCELLENCE (Memphis)	-0.04		0.06	
	SOUTHERN AVENUE CHARTER MIDDLE SCHOOL OF ACADEMIC EXCELLENCE AND TECHNOLOGY (Memphis)	-0.04		0.02	
	NEW VISION ACADEMY (Nashville)	-0.11		-0.02	
NEGATIVE & STATISTICALLY SIGNIFICANT	MEMPHIS ACADEMY OF SCIENCE & ENGINEERING (Memphis)	-0.11	*	0.08	*
	CITY UNIVERSITY BOYS PREPARATORY (Memphis)	-0.13	*	0.03	
	SMITHSON-CRAIGHEAD MIDDLE SCHOOL (Nashville)	-0.20	*	0.00	
	<i>SOUTHERN AVE CHARTER-ACAD EXCELLENCE CREATIVE ARTS (Memphis)</i>	-0.27	*	-0.07	
	CHATTANOOGA GIRLS LEADERSHIP ACADEMY (Chattanooga)	-0.23	*	-0.17	*
	MEMPHIS BUSINESS ACADEMY HIGH SCHOOL (Memphis)	-0.28	*	-0.16	*
	IVY ACADEMY (Chattanooga)	-0.57	*	-0.11	